



MLDS CENTER

Maryland Longitudinal Data System

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MEMORANDUM

TO: MLDS Governing Board
FROM: Ross Goldstein
DATE: May 28, 2021
SUBJECT: Teacher Certification Data Feasibility Study

Purpose

The purpose of this memorandum is to update the Governing Board on progress that MLDS Center staff has made in analyzing the feasibility of obtaining teacher certification data.

Background

In the [2020 Annual Report on the Maryland Longitudinal Data System and Center](#) the Governing Board included the following recommendation:

The Governing Board directs the MLDS Center staff to explore the feasibility of collecting data on applicants for teacher certification, including applicant demographic information, the type of certification, all subject areas in which the applicant is certified to teach, certification testing completed, highest degree of the applicant, college attended, and prior teaching experience. The feasibility study should determine the available sources of the data, the challenges or barriers to collecting the data, legal constraints, and the cost and resources required to collect the data.

Update

Staff began the project by reviewing available information on the MSDE website and making requests to meet with various state and local officials who are actively engaged in teacher recruitment. Meetings have taken place with local school system (LSS) officials in Anne Arundel and Garrett Counties and were helpful in describing the complicated processes at the various levels. Based on State law and the interviews with the LSS', it is clear that MSDE maintains all teacher certification information, including all of the information specified by the Governing Board in the Annual Report recommendation. What is not clear is the quality or availability of the data captured by MSDE. MSDE is in the process of replacing its Educator Information System (EIS), which is the system that manages the certification process.

When a teaching candidate applies for a job, he or she does so directly with an LSS, which maintains all of the application information. Hence, there are two separate systems at work: the LSS application system and the MSDE certification system. The application information could be helpful, but it is not critical. It is helpful because it can shed light on the number of applications filed by a teacher candidate and it could explain time to employment. However, the more critical piece of information, whether teacher candidates are not becoming teachers due to unapproved certifications should be knowable from the certification data. In addition, since MLDS receives data on all teachers employed by LSS's, once certification data are received, the Center should be able to determine teacher candidates who applied for certification with MSDE, but did not obtain employment at a LSS.

MLDS Center made several requests to meet with MSDE personnel to learn about the current certification data and also the plans for the new EIS system. Dr. Salmon informed the Center that due to the resignation of Sarah Spross, Assistant Superintendent of the Division of Educator Certification and Program Approval, and the ongoing work to complete the development and implementation of the Maryland Educator Information System (EIS) for teacher certification, MSDE was unable to commit resources to meet with the Center. It should be noted that the Center has had conversations with MSDE about teacher certification when it was adding the issue to the Gap Analysis last year.

Next Steps

The MLDS Center plans to contact and interview stakeholders at the higher education level, including College of Education Deans and MHEC staff. Center staff will also continue to try to meet with MSDE to understand the different routes taken for an initial professional certification, the parameters of the current EIS system data, information on the data that will be available under the new EIS, and discussion on the feasibility of obtaining teacher certification data from MSDE.

Action

Information purposes only, no action is required.

Notes

Laws

Ed. Art. § 6-103, MD Annotated Code

(a) Records of experience. -- The State Superintendent shall keep a complete record of the academic preparation, professional training, and teaching experience of each applicant to whom a certificate is issued.

(b) Records of credentials and diplomas. -- The State Superintendent shall keep a complete record of the credentials, certificates, or diplomas on which certificates have been issued or renewed.

(c) Records of certificates. -- The State Superintendent shall keep a complete record and file of:

- (1) Each certificate issued; and
- (2) Each certificate in force.

COMAR

1. 13A.12.01.01 - note Reg .09 - All certificates must include the following information: - name, period of validity, highest degree earned, type of certificate, specific certification areas, and renewal requirement
2. 13A.12.02.01 - lays out requirements for certification and different certification pathways
3. Chapters .02-.06 - specific standards for teachers, specialists, administrators and supervisors, suspensions and revocations, and professional standards and teacher education board

MSDE Procedures - Provided on Website ([here](#))

MSDE - Portal Account - documents must be submitted through the portal account

1. Maryland Approved Program Graduates
 - a. An official transcript, which must show the degree, date of conferral, and the Maryland Approved Program statement of completion. Student copies in an unopened mailer are acceptable.
 - b. **Basic Skills** tests scores or a minimum overall GPA of 3.0 on the most recently earned degree (teacher applicants only)
 - i. Teacher candidates applying for certification in all academic content areas must demonstrate mastery of basic reading, writing, and math skills.
 - ii. Those candidates who submit a minimum overall GPA of 3.0 on their most recently earned degree are not required to submit a basic skills assessment.
 - iii. If no GPA over 3.0 - must present one of the following assessments listed below - Praxis, SAT, GRE, ACT with specified passing scores
 - c. **Content and Pedagogy** test scores (if applicable)
 - i. Test scores are sent to MSDE either by a notation on a college transcript, photocopy of original score report, or official verification from MSDE
 - ii. Reading Assessment: - Beginning September 1, 2019, candidates applying for initial certification in the areas of early childhood, elementary, special education (all grade bands), and ESOL will be required to present the Praxis Teaching Reading: Elementary Education assessment.

- iii. Pedagogy Assessment: - Beginning on July 1, 2019, the [edTPA](#) and [PPAT](#) will be accepted in lieu of the Praxis Principles of Learning and Teaching assessment. Currently, there is no specific score required for either the edTPA or PPAT; however, if an applicant submits the Principles of Learning and Teaching, the score indicated below is required.
 - iv. List of Praxis subject area assessments are also provided
 - d. An [initial application](#) for certification
 - i. Name, Last 4 SSN, Address, Race, Ethnicity, Gender,
 - ii. Education History: Institution, Degree, Conferred on, Major/Minor, GPA, Initial Teacher Preparation
 - iii. Supervised Student Teaching or Practicum: Name of employing system, location of school, grades, subjects taught, from, to
 - iv. Out-of-State Certificates - cert. Type, state, valid dates, areas certified to teach
 - v. Employment History
 - vi. Suspension/Revocation
 - e. A cover letter with your name, mailing address, last 4 digits of your social security number, date of birth, personal email address, and the area of certification you are seeking.
2. Out of State Educator Preparation Program Graduate
- a. Official transcript(s), which must show the degree and date of conferral. Student copies in an unopened mailer are also acceptable.
 - b. [Basic Skills](#) tests scores or a minimum overall GPA of 3.0 on the most recently earned degree (teacher applicants only)
 - c. [Content and Pedagogy](#) test scores (if applicable)
 - d. An [initial application](#) for certification
 - e. A cover letter with your name, mailing address, last 4 digits of your social security number, date of birth, personal email address, and the area of certification you are seeking.
3. Out of State Certificate Holder and Educator Preparation Program Completer
- a. Official transcript(s), which must show the degree and date of conferral, if applicable. Student copies in an unopened mailer are also acceptable.
 - b. A photocopy of your active out of state professional certificate
 - c. Verification of test scores for the required teacher certification tests for your out-of-state professional certificate. (A photocopy of the test scores or an official verification from a state department of education will be accepted.)
 - d. An [initial application](#) for certification
 - e. A cover letter with your name, mailing address, last 4 digits of your social security number, date of birth, personal email address, and the area of certification you are seeking.

March 19, 2021 - Anne Arundel County

1. MSDE - Office of Teacher Certification has only seven people. Task is too large for them to make all of the teacher certification determinations. Therefore large counties (Montgomery, Baltimore City, Baltimore County, and Prince George's) have staff who can become Certified Authorized Partners (CAPs) and CAP Associates (CAPAs). They are employed by the school system, but act like a branch office of MSDE. MSDE does audit the work of the CAPs and limits the decision making authority of CAPAs.
2. Currently there is the Maryland Educator Information System (EIS).
 - a. MSDE is re-doing the system.
 - b. Teachers can access the system and apply
 - c. Records get transferred between counties and the state
3. Anne Arundel also has its own management system
4. Information collected includes:
 - a. College
 - b. School background
 - c. Course work
 - d. Degree type
 - e. Prior teaching experience - # of years
 - f. Highest degree
5. Certified teachers get a regular contract. Provisional teachers get a one year contract.

May 19, 2021 - Garrett County

1. Garrett County has CAPAs but no CAPs.
2. The CAPAs work with a MSDE contact assigned for their region
3. Not all small school systems have a CAP, but Garrett did not want to be overly reliant on MSDE
 - a. Lengthy training - in person - at MSDE, internship, all work had to be flawless
 - b. Quarterly meetings with Certification team
4. The MSDE EIS system is an antiquated system
 - a. Not user friendly
 - b. Can't run reports, etc.
5. No state database for applicants
 - a. Applicant vs. Certification
 - b. Certification is statewide
 - c. Applications are not
6. Certifications - Professional Eligibility Certificate (PEC) vs. Standard Professional Certificate (SPC) vs. Advanced Professional Certificate (APC)
7. Continuing Education, and advancement - housed in EIS - comes to the school system not the teacher